

10.55.606 PERFORMANCE-BASED ACCREDITATION

(1) Performance-based accreditation gives a school district the option of obtaining, for one or more of its schools, accreditation through a process that involves self-evaluation, peer-review and on-site visitations. This method allows a school to meet accreditation standards by showing through its students' work that it provides a quality education. The school improvement plan serves as a basis for assessment of school effectiveness and an impetus for mobilizing improvement efforts.

(2) After engaging in a sustained school improvement effort, a school district, on behalf of one or more of its schools, may apply to the superintendent of public instruction for performance-based accreditation. The board of public education makes the final decision on whether a school is accredited through the performance-based accreditation process. The school improvement process shall incorporate the following six steps or their equivalent:

- (a) development of a student/community profile;
- (b) development of a school mission and goals that reflect a locally derived philosophy of education;
- (c) identification of desired learner results based on the content and performance standards;
- (d) analysis of instructional and organizational effectiveness;
- (e) development and implementation of a school improvement plan; and
- (f) monitoring through self-assessment and visits by peers or teams.

(3) To be granted performance-based accreditation, a school must:

- (a) engage in a continuous schoolwide improvement process;
- (b) host at least two visitations, chaired by a person trained or experienced in the process to seek feedback and validate the school improvement process;
- (c) notify the superintendent of public instruction of the visitation dates and team members. A member of the staff of the office of public instruction shall be invited to be a member of the visitation team;
- (d) submit reports of the visitation to the superintendent of public instruction; and
- (e) apply to the superintendent of public instruction for performance-based accreditation by providing documentation of school improvement, including, but not limited to:
 - (i) visitation reports;
 - (ii) a school improvement plan;
 - (iii) evidence of attainment or significant progress toward attainment of the school improvement plan goals; and
 - (iv) a recommendation from the visitation team that the board of public education grant performance-based accreditation.

(4) After a review in which the school demonstrates successful attainment or significant progress toward achieving the desired learner results, the school may be granted performance-based accreditation for up to six years. The school is

subject to peer or team reviews at least every three years. The review shall establish that:

- (a) the integrity of the school improvement process is maintained;
- (b) the school is making informed, data-driven decisions;
- (c) the process is school-based;
- (d) all steps of the school improvement process are connected and inform one another;
- (e) committees work collaboratively within and among one another;
- (f) the school implements each step appropriately; and
- (g) student learning is central to the entire process, with improvement demonstrated in desired learner results, based on content and performance standards.

(5) A school district, on behalf of one or more of its accredited schools electing this process, may petition the superintendent of public instruction to recommend that the board of public education waive existing standards that interfere with the school improvement plan, excluding standards stating a statutory requirement, standards pertaining to teacher certification and content and performance standards as defined by the board of public education.